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ABSTRACT

An intermediate level unit on biography writing focuses on the use of reference skills to help students learn the organizational steps in writing a report about a person's life. Activities include notetaking, citing sources, outlining, writing complete sentences, and writing paragraphs, including introductory and summary paragraphs. The sessions are progressive and can be taught in one 4-6 week or two 2-3 week units. Also listed are groups of people from which to choose report topics and extension activities to help students make their reports more interesting. An evaluation section provides checklists to measure student growth in the topics covered. A bibliography of over 30 books and audiovisual materials concludes the unit. This document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LH)

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CS208017

Using Reference Skills in Biography Writing

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Introduction

This unit is a collection of activities to help students learn the organizational steps in writing a report about a person. Activities include note-taking, practice in citing sources, outlining, writing complete sentences, paragraph writing, and writing introductory and summary paragraphs.

There are tests to be used at the end of Lesson IV, "Outlining," and after Lesson, VI, "Paragraph Writing." In the evaluation section are suggested checklists to measure student growth in the topics covered.

The lessons are progressive and could be taught in one 4-6 week unit. They could also be broken into two shorter units by covering Lessons I through IV, and Lessons V through VII in separate 2-3 week units. Lesson III, "Citing Sources," could be omitted if the teacher feels the students are not ready for it. It is usually presented in sixth grade materials.

Also listed are groups of people from which to choose report topics and extension activities to help students make their reports more interesting.

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I. INTRODUCTORY ACTIVITIES

Benjamin Franklin As An Example

1. Obtain filmstrip set #6530 from Area VII Media (Cedar Falls Media Center #MM169) entitled "Literature for Children, Series I." Show the filmstrip on "Biography". A teacher's guide and follow-up quiz accompany the set.

   Discuss with the students what they knew about Benjamin Franklin and any new facts that they learned from the filmstrip. On the board, write the following headings: "Youth, Printer and Publisher, Public-minded Citizen, Scientist, Diplomat and Statesman." Be sure they have an understanding of each of the headings. Then review the facts that the students shared and put them under the correct heading.

2. Have several sources of materials about Benjamin Franklin available and discuss with students how they would use them.

   a. Library books and biographies: These materials are factual, but are in story form instead of a listing of facts. Students will read in these for background information. They will need to read carefully to find facts and events needed for their reports.

   b. Encyclopedias: It will be easier to find the basic facts about a person. Students should read the entire article, not just write notes on the first few sentences. They might also check encyclopedias published by several different companies to compare facts and information.

   c. General history books, biography anthologies, reference section of library: Students will need a reminder of where to find appropriate information in these books. They need to skim the Table of Contents and the Index to see if their person is mentioned.

3. Have the students, individually or in pairs, use one of the books you have just shown them to write down an interesting fact about Benjamin Franklin. If the students have already learned about giving sources of their notes, be sure to have them include the source correctly. If students need to learn this skill, see pages 8-11 for suggestions and activities.

   If enough materials on Franklin are not available for the entire class to do this at once, materials about several different people could be used. For more practice, the students could exchange books with other students and find another fact in a new source. As the students find their new facts, they can add them to the appropriate heading on the board or chart from #1 above.

II. NOTE-TAKING

Suggestions

1. Discuss with students the reasons that they should take notes when doing research: a) keep facts accurate, b) write down ideas to help student remember later.

2. Remind students that they need to keep their notes as brief as possible while still recording all the important information. They do not need to write complete sentences while taking notes.

3. Talk with the students about plagiarism. Explain that they need to put the notes in their own words. If they want the exact words of the author, they must put quotation marks around that part and give the author credit when they write their report.

4. Encourage the students to look up any words they do not know so that their final report will be words that they know and use. When students encounter an unknown word in their research, they should either look it up to find the meaning so they can use it in their report, or substitute a word that is more familiar to them.

Name _____

A. Note-Taking Activity

Pretend that you have decided to write a report about Louis Braille, who invented the Braille alphabet for the blind. You have found the paragraphs below in page 51 of a book called Useful Inventions by Carl Baron. Read the paragraphs and then write your notes on the lines below.

Louis Braille was born in 1809 in a village just outside of Paris, France. When he was three, he was accidentally blinded in both eyes. He went to the village school until he was ten and then went to a school for blind children in Paris.

At that time, blind children learned to read from huge, heavy books with very large raised letters. Louis's school had only three of these books. Another young Frenchman, Charles Barbier, had invented a system of sending code messages at night. He used big cards with raised dots and dashes in different combinations. Louis experimented with this system for awhile. Then he worked out a simpler system that used only dots. The basic pattern was two dots across and three dots down. By using different arrangements of this pattern for different letters, Braille invented an alphabet that blind people could read through the sense of touch. It is called the Braille alphabet.

A. Note-Taking Key

(Accept any reasonable answers.)

Louis Braille

born in 1809 near Paris, France
blinded in both eyes at age 3
went to village school until age 10
then went to Paris to school for blind
then blind children learned from touching large raised letters in big books
Charles Barbier invented system of dots and dashes to send messages at night.
Braille used this idea to make a series of dots to stand for each letter.
Basic pattern - two dots across, three down
invented system for reading using sense of touch
Braille alphabet

Name _____

B. Note-Taking

Read the following two paragraphs about Marian Anderson. Take notes that help you learn about her singing career.

ANDERSON, MARIAN (1902-), is an American contralto who won acclaim in all parts of the world. Conductor Arturo Toscanini said, "A voice like hers comes once in a century."

Miss Anderson was born of poor parents in Philadelphia, and began singing in choirs at the age of eight. Her church concerts attracted attention, and groups raised money for her education. After several years of study and successful concerts in Europe, she returned to New York in 1935 to sing in Town Hall.

In 1939, she was awarded the Springarn medal for highest achievement by a Negro during the preceding year. She also received medals from several countries. In 1942, she established the Marian Anderson Award, a scholarship of $1,000 awarded annually by competition to promising singers. In 1955, she became the first Negro to sing with the Metropolitan Opera Company of New York. Her autobiography was published in 1956. In 1958, she became a delegate to the United Nations. Miss Anderson received the Presidential Medal of Freedom in 1963. She ended formal concert work in 1965.

From: Spectrum of English, Grade 6, Glencoe Publishing Co., 1978

B. Note-Taking Key

Marian Anderson

famous contralto
age 8 - started singing in choirs
went to Europe to study and give concerts
1935 - concert in New York
1939 - awarded Springarn medal for highest achievement by a Negro
1942 - established Marian Anderson Award - it is a scholarship
for promising singers
1955 - became first Negro to sing a New York Metropolitan Opera
1956 - her autobiography was published
1963 - received Presidential Medal of Freedom
1965 - ended formal concert work

III. CITING SOURCES

1. Before beginning this section, check with your librarian, reading text, or language text to find the preferred method of citing sources so that the students will have continuity.

2. Talk with the students about the reasons for citing sources: a) in case they want to look again at that information, they can find it easily, b) to prove that they found the facts that they list.

3. Demonstrate the correct way to write the source for a book:
Author's name: title of book. place of publication: publisher. date. pages.
Example: Aulaire, Ingri & Edgar Parin d': Abraham Lincoln. New York: Doubleday. 1957. pg. 2-7.

   Have students notice that the authors' names in the example above are listed by last name first, just like they would find it in the card catalog of the library. Also have students notice that the title of the book is underlined and the types of punctuation that are used to separate each part.

4. Source for an encyclopedia: "Title of Article," name of encyclopedia. year (edition). volume no. page number.
Example: "Willie Mays," World Book. 1974, vol. 13. pp. 264.

   Point out to the students that the title of the encyclopedia is underlined. Have them notice the punctuation used.

5. To give the students practice in this skill, do any or all of the following:

   A. Copy three or four sources correctly on the board or overhead and have the students copy them exactly.
   B. Put several sources up for the students to copy. Be sure the information is in the correct order, but all capitalization and punctuation are left out. Check together immediately.
   C. Put one or two sources up to copy in incorrect order. Check immediately. You might want to do this several days as a form of review.
   D. Give each student a note card with the name of a topic on it. Have him/her find a library book and an encyclopedia with information about the topic. On one side of the card the student writes the source of the encyclopedia and a fact from it. He/she does the same on the reserve side for the library book.

   Students might benefit from making a wall chart showing a sample of each source correctly written. This would be a quick reference while they are practicing the activities.

Citing Sources Name _____

When you take notes for a report you need to keep records of the places where you found information. They are called sources. Here are two ways to record a source:

1. Source for a book: Author's name: title of book. place of publication: publisher. date. pages.
   Example: Monjo, F. N. Poor Richard in France. New York: Holt, Reinhart & Winston. 1973. pp. 17-22.

2. Source for an encyclopedia: "Title of article," name of encyclopedia. year (edition). volume no. page number.
   Example: "Declaration of Independence," Compton's. 1981, vol. 4. pp. 88-95.

On the lines below, write the sources using the correct forms shown above.

1. Information of Thomas Jefferson, found in World Book, Vol, 10, 1979 on pages 298-317.

_____

_____

_____

2. That Lively Man, Benjamin Franklin. Jeanette Eaton. pages 12-14. Morrow Publishing in New York in 1948.

_____

_____

_____

3. Ben and Me by Robert Lawson, pages 27-52. Published in 1939 by Little, Brown in Boston.

_____

_____

_____

4. World Book, Vol. 20 pg. 235-244 in 1980. George Washington.

_____

_____

_____

5. The Progress of the Afro-American, by John J. Patrick on pp. 137. Benefic Press, Westchester, Illinois 1969

6. Information of Benjamin Banneker, found in Compton's, 1975, Vol. 2, on pages 24-25.

7. Information on Mickey Mantle, found in Encyclopedia Britannica, Vol. 13, on pages 57-62. 1980

8. Famous Pioneers, by Franklin Folsom, 1963 pp. 151-156. New York. Harvey House, Inc.

9. Information of Samuel F. B. Morse, found in World Book, 1981, Vol. 13, on pages 674-676.

10. What is Papa Up to Now?, by Miriam Bourne, on pp. 15-20. Coward, McCann & Geohegan, 1977, New York

Citing Sources - Key

1. "Thomas Jefferson," World Book, 1979, Vol. 10 pp. 298-317.

2. Eaton, Jeanette. That Lively Man, Benjamin Franklin. New York: Morrow Publishing. 1948. pp. 12-14.

3. Lawson, Robert. Ben and Me. Boston: Little, Brown. 1939. pp. 27-52.

4. "George Washington," World Book. 1980, Vol. 20 pp. 235-244.

5. Patrick, John J. The Progress of the Afro-American. Westchester, Illinois: Benefic Press. 1969. p. 137.

6. "Benjamin Banneker," Compton's Encyclopedia. 1975, Vol. 2. pp. 24-25.

7. "Mickey Mantle," Encyclopedia Britannica. 1980, Vo. 13. pp. 57-62.

8. Folsom, Franklin. Famous Pioneers. New York: Harvey House, Inc. 1963. pp. 151-156.

9. "Samuel F. B. Morse," World Book. 1981, Vol. 13. pp. 674-676.

10. Bourne, Miriam. What is Papa Up to Now? New York: Coward, McCann & Geohegan, 1977. pp. 15-20.

IV. OUTLINING

1. On the board or overhead projector, demonstrate the correct form of an outline. Have the students tell you what they already know about outlining. Be sure they include the following points:

   1. Use Roman numberals and periods before the main topics.
   2. Use capital letters and periods before the subtopics.
   3. Keep the Roman numerals and the capital letters aligned vertically.
   4. Begin the first word of each line with a capital letter.

2. Be sure the students are familiar with the terms: main topic, subtopic, Roman numerals, and indenting.

3. Use the following as an example:

Benjamin Franklin

I. Youth

II. Printer and Publisher

   A. Worked for his brother, the printer
   B. Wrote and published Poor Richard's Almanac

III. Scientist

   A. Invented Franklin stove
   B. Invented lightning rods
   C. Invented bifocal glasses
   D. Experimented with kite and electricity

V. Diplomat and Statesman

   A. Helped write Declaration of Independence
   B. Minister to France on America's behalf

4. Students who need basic practice with outlining could copy this outline to get used to the form.

Name _____

A. Organizing Notes Into an Outline Form

1. Use the information about Robert Smalls to make an outline. Use two main topics. The first main topic shoulc be "Before and During the Civil War." The second main topic should be "After the Civil War." Put the subtopics under the main topics in correct outline form.

2. After your outline is complete, use the information to write two paragraphs about Robert Smalls. Be sure to write complete sentences and indent when you begin a new paragraph.

Robert Smalls

Born a slave in 1839
Born in Beaufort, South Carolina
Escaped from slave master during Civil War
Joined Union Navy
Stole Confederate ship, the Planter, with other slaves
Took ship to Union Navy
Made pilot of the Planter as a reward
Later became captain of the ship
Went into politics after Civil War
Helped write new constitution for South Carolina
Representative in S.C. legislature 1868-1874
Representative in U.S. Congress 1875-1887
Helped write Civil Rights Act of 1875

A. Organizing Notes Into an Outline Form - Key

Robert Smalls

I. Before and During the Civil War

A. Born a slave in 1839
B. Born in Beaufort, South Carolina
C. Escaped from slave master during Civil War
D. Joined the Union Navy
E. Stole Confederate ship, the Planter, with other slaves
F. Joined the Union Navy
G. Made pilot of the Planter as a reward
H. Later became captain of the ship

II. After the Civil War

A. Went into politics
B. Helped write new constitution for South Carolina
C. Representative in S.C. legislature 1868-1874
D. Representative in U.S. Congress 1875-1887
E. Helped write Civil Rights Act of 1875

Suggested paragraphs:

Robert Smalls

Robert Smalls was born a slave in 1839 in Beaufort, South Carolina. During the Civil War he escaped from his slave master and joined the Union Navy. He stole a Confederate ship named the Planter with the help of other slaves. They took the ship to the Union Navy. As a reward, Smalls was made pilot of the Planter. Later he became captain of the ship.

After the Civil War he went into politics. He helped write a new constitution for South Carolina. From 1868 to 1874 Smalls served as a Representative in the South Carolina Legislature. He was a Representative in the United States Congress from 1875 to 1887. The Civil Rights Act of 1875 was written with his help.

Teacher Edition

Name _____

B. Outling Activity

Put these phrases about Benjamin Franklin in their proper place in the outline below.

Sets up an academy which later becomes the University of Pennsylvania.
Works as an apprentice to his brother, a printer.
Makes The Pennsylvania Gazette one of the colonies' most successful papers.
Introduces reforms in Philadelphia's mail delivery system.
Conducts experiments with a kite and electricity.
Travels to Europe to represent the colonies.
Invents bifocal glasses.
Organizes America's first city hospital.
Signs the Declaration of Independence and the Constitution.
Develops the Franklin Stove.
Writes Poor Richard's Almanac.
Becomes owner of a print shop at age 24.
Serves as a delegate to the Second Continental Congress.
Sets up the workd's first lending library.
Charts course of the Gulf Stream in the Atlantic Ocean.

Benjamin Franklin

I. Printer and Publisher
   A.
   B.
   C.
   D.
II. Public-Minded Citizen
   A.
   B.
   C.
   D.
III. Scientist
   A.
   B.
   C.
   D.
IV. Diplomat and Statesman
   A.
   B.
   C.

B. Suggestions for Outlining Activity - Key

Benjamin Franklin

Before beginning this activity, be sure the students understand the meanings of the words used as main topics in the outline.

An extension of this activity would be to have the students use the outline they have completed to write one or all four paragraphs about Franklin in complete sentences.

Key to Benjamin Franklin Outline

I. Printer and Publisher

- A. Works as an apprentice to his brother, the printer.
- B. Makes The Pennsylvania Gazette one of the colonies' most successful papers.
- C. Writes Poor Richard's Almanac.
- D. Becomes owner of a print shop at age 24.

II. Public-Minded Citizen

- A. Sets up an academy which later becomes the University of Pennsylvania.
- B. Introduces reforms in Philadelphia's mail delivery system.
- C. Organizes America's first city hospital.
- D. Sets up the world's first lending library.

III. Scientist

- A. Conducts experiments with a kite and electricity.
- B. Invents bifocal glasses.
- C. Charts course of the Gulf Stream in the Atlantic Ocean.
- D. Develops Franklin Stove.

IV. Diplomat and Statesman

- A. Travels to Europe to represent the colonies.
- B. Signs the Declaration of Independence and the Constitution.
- C. Serves as a delegate to the Second Continental Congress.

Name _____

Testing for Note-Taking, Citing Sources, and Outlining

Read the following article. Write the source correctly and take careful notes on the lines below. On your own paper, make an outline with three main topics: I. Education, II. Religious Leader, and III. Social Reformer. Put the information from your notes correctly in the outline form.

Martin Luther King, Jr.

From Webster's American Biographies by Charles Van Dorn, on page 586. G. & C. Merriam Company, Springfield, Mass. 1975.

"King, Martin Luther, Jr. (1929-1968), religious leader and social reformer. Born on January 15, 1929, in Atlanta, King was christened Michael Luther by his father, a minister, who later changed both their names in honor of the great Protestant reformer. He entered Morehouse College at fifteen; in 1947 he was ordained into the Baptist ministry, and the next year he received his B.A. from Morehouse College. He studied at Crozer Theological Seminary and at Boston University, where he received his Ph.D. He became a minister in Montgomery, Alabama. In 1955, he gained national recognition for his non-violent methods used in a bus boycott. This peaceful boycott helped change the law which required black people to ride in the backs of buses. He established and was the first president of the Southern Christian Leadership Conference. Dr. King urged blacks to use non-violent sit-ins, marches, demonstrations, and freedom rides in their efforts to gain full freedom and equality. Dr. King went to jail dozens of times for breaking discriminatory laws. In recognition of his work for peaceful change, Dr. King received the 1964 Nobel Peace Prize."

Testing for Note-taking
Citing Sources, and Outlining - Key

Suggested Notes:

Van Dorn, Charles: Webster's American Biographies. Springfield, Mass.: G. & C. Merriam Company. 1975. pp. 586.

born 1929 - died 1968
religious leader, social reformer
born Jan. 15, 1929, Atlanta
original name was Michael Luther
started college at 15
became a Baptist minister
received B.A. from Morehouse College
studied at Crozer Theological Seminary and Boston University, Ph.D.
minister in Montgomery, Alabama
1955 - led non-violent bus boycott - changed laws so blacks could sit wherever they wanted to on a city bus
encouraged black people to use non-violent ways to get their freedom and equality
went to jail for breaking laws which discriminated against blacks
received 1964 Nobel Peace Prize
founded Southern Christian Leadership Conference

Suggested Outline:

I. Education

- A. Started at Morehouse College at 15
- B. Graduated with a B.A. from Morehouse College
- C. Ordained into Baptist ministry
- D. Studied at Crozer Theol. Seminary
- E. Studied at and received Ph.D. from Boston Univ.

II. Religious Leader

- A. Minister in Montgomery, Alabama
- B. Founded Southern Christian Leadership Conference

III. Social Reformer

- A. Led non-violent bus boycott in 1955
- B. Encouraged blacks to use non-violent ways
- C. Went to jail for breaking unfair laws
- D. Received 1961 Nobel Peace Prize

V. WRITING COMPLETE SENTENCES FROM NOTES AND OUTLINES

1. Students need practice in making phrases into complete sentences.

2. Use parts of the outline below with the students to help them understand what words need to be added or changed to make complete, smooth sounding sentences.

Benjamin Franklin

I. Printer and Publisher

   A. Worked for his brother, the printer.
   B. Write and published Poor Richard's Almanac.

II. Scientist

   A. Invented Franklin Stove
   B. Invented lightning rods
   C. Invented bofocal glasses

Example: Benjamin Franklin earned his living by being a printer and publisher. He learned to be a printer by working for his brother. Later he wrote and published Poor Richard's Almanac.

Benjamin was always thinking of ways to make life safer and more comfortable for others. Among his inventions were the Franklin Stove, lightning rods, and bifocal glasses.

3. As a quick review and practice, give the students a set of phrases each day for a week that they need to write into complete sentences and share orally. This will give the students an opportunity to hear several versions of the same ideas and realize that there is not just one right way to make the pharases into complete sentences.

Name _____

A. Writing Notes into Complete Sentences

Use the notes about Sacajawea below to write a short report. Read through all the notes first. Then add words to make each idea a complete sentence. Remember to indent when you begin your paragraph.

Sacajawea

American Indian woman interpreter
Born a Shoshone in 1787(?)
Captured and sold to the Canadian trapper, Toussaint Charbonneau
Married him
Acted as guide, with her husband, for Lewis and Clark Expedition in 1805
Led them across mountains
Was reunited with her brother
Returned to St. Louis with Lewis and Clark
Died in 1884

A. Writing Notes into Complete Sentences - Key

Suggested Key for Sacajawea

Sacajawea was an American Indian woman who was an interpreter. She was born in the Shoshone tribe about 1787. Later she was captured and sold to a Canadian trapper named Toussaint Charbonneau, whom she married. In 1805 Sacajawea and her husband acted as guides for the Lewis and Clark Expedition. She led them across the mountains and was reunited with her brother. After the expedition ended, she returned to St. Louis with Lewis and Clark. She died in 1884.

Name _____

B. Writing Complete Sentences From an Outline

Read over the outline about Samuel de Champlain. On the lines below, put the information into complete sentences in one paragraph.

Samuel de Champlain

I. Born near Rochefort, France, 1567
II. Sailed to West Indies, Mexico, Panama, 1599-1601
III. Sent by King Henry IV of France on fur-trading expedition to St. Lawrence River, Canada, 1608
IV. Explored Great Lakes, 1613-15
V. Governor of French Canada, 1633-35
VI. Died 1635

B. Writing Complete Sentences From an Outline

Key

Samuel de Champlain

Samuel de Champlain was born near Rochefort, France in 1567. From 1599 to 1601 he sailed to the West Indies, Mexico, and Panama. King Henry IV of France sent him to the St. Lawrence River in Canada on a fur-trading expedition in 1608. He explored the Great Lakes from 1613-1615. Later, he became governor of French Canada from 1633 to 1635. He died in 1635.

VI. PARAGRAPH WRITING

Students may need practice in copying paragraphs where the sentences are written completely, but all capitalization and punctuation have been omitted. This helps them become more aware of indenting, and reading carefully to see where the sentences begin and end.

Name _____

A. Paragraph Practice

As you read the paragraph below, you will notice that the capital letters, punctuation, and indenting have been omitted. Copy the paragraph correctly below.

one of the women who has helped gymnastics to become better known and appreciated in the united states is cathy rigby her skills at difficult somersaults flips handstands and vaults have made her well known at the 1968 olympics cathy placed only sixteenth but in 1972 she moved up to tenth place this was a big accomplishment considering the competition from other countries

Name _____

B. Paragraph Practice

Read the paragraphs below. Then write them on the lines correctly. Be sure to indent 2 times and put in all correct punctuation and capitalization.

mark twain was born in florida missouri on nov 30 1985 he moved with his family to hannibal missouri in 1839 twain later made hannibal famous when he wrote about it in tom sawyer under the name st petersburg
twain's family was poor the father died when twain was 12 and the boy left school to become a printer at first he worked in hannibal mainly setting type for his brother orions newspaper the journal

A. Paragraph Practice - Key

One of the women who have helped gymnastics to become better known and appreciated in the United States is Cathy Rigby. Her skills at difficult somersaults, flips, handstands, and vaults have made her well known. At the 1969 Olympics, Cathy placed only sixteenth, but in 1972 she moved up to tenth place. This was a big accomplishment considering the competition from other countries.

B. Paragraph Practice - Key

Mark Twain was born in Florida, Missouri, on Nov. 30 1935. He moved with his family to Hannibal, Missouri, in 1939. Twain later made Hannibal famous when he wrote about it in Tom Sawyer, under the name St. Petersburg.

Twain's family was poor. The father died when Twain was 12, and the boy left school to become a printer. At first, he worked in Hannibal, mainly setting type for his brother Orion's newspaper, the Journal.

Name _____

Testing for Complete Sentences and Paragraph Writing

Read the outline about Abraham Lincoln carefully. Then put the information into complete sentences in two paragraphs on the lines below.

Abraham Lincoln

I. Early Life
   A. Born in Hardin County, Kentucky, Feb. 12, 1809
   B. Little formal education, but read books whenever he could
   C. Studied law in spare time
   D. Elected to Congress, 1847

II. Presidency
   A. Served as 16th President from 1861-1865
   B. Called for volunteer Army, 1861, after Fort Sumter attacked
   C. Issued Emancipation Proclamation, 1863, to free slaves
   D. Gave Gettysburg Address, 1863
   E. Shot in Ford's Theater, Washington, April 14, 1865, five days after end of Civil War

Testing for Complete Sentences

and Paragraph Writing - Key

Abraham Lincoln

Abraham Lincoln was born in Hardin County, Kentucky on Feb. 12, 1809. He had little formal education, but he read books whenever he could. He also studied law in his spare time. In 1847, Lincoln was elected to Congress.

Lincoln served as the 16th President of the United States from 1861-1865. During his term of office the Civil War began, and after Fort Sumter was attacked in 1861 he called for a volunteer Army. In 1863, he issued the Emancipation Proclamation which freed the slaves. Also, in 1863 he gave a speech called the Gettysburg Address. Five days after the Civil War ended, Lincoln was shot in Ford's Theater in Washington, D.C. on April 14, 1865.

VII. BIOGRAPHY REPORT WRITING

1. Now the students are ready to use the information they have learned to write a complete biography.

2. In addition to the research, note-taking, outlining, and paragraph writing, they will need to write brief introduction and summary paragraphs.

3. Introduction: This paragraph should tell the name of the person in the report and perhaps a fact about him/her that will get the interest of the reader or the class if this is to be an oral report.

   Example: Robert Smalls was a runaway slave who stole a Confederate ship during the Civil War and took it to the Union Navy.

4. Summary: This paragraph should bring the report to a close by reviewing the most important events in the life of the person and why he/she is remembered today.

   Example: Robert Smalls is remembered not only because he helped the Union Navy, but because he was a man who helped write the laws in South Carolina and in the United States Congress.

5. Activity: Give each of the students a different encyclopedia. Have them thumb through to find the biography of a person. Ask them to read the first 2 to 3 paragraphs of the article. Then go back and find the introduction. On their own paper, they need to write the name of the person and copy the introductory material.

   Exchange books with a partner and have that person read the same article and write what he/she thinks is the introduction. Then the students should compare notes and see where they agree and disagree. They might also look to see if a summary is given at the end of the article, but they are not as likely to find one.

Name _____

Introduction and Summary Writing

Activity A

Read the article about Harriet Tubman. On the lines below, write an introductory paragraph and a summary paragraph.

Harriet Tubman

Harriet Tubman was born a slave in Maryland about 1820. Most of her life was devoted to fighting slavery and helping Negroes find freedom after slavery was abolished. In her Underground Railroad activities she rescued and led more than three hundred slaves north to freedom. She died in Auburn, New York, in 1913.

Introduction

_____

_____

_____

_____

_____

Summary

_____

_____

_____

_____

_____

_____

Name _____

Introduction and Summary Writing

Activity B

Read the article below. Then write an introduction and a summary.

Helen Keller

Helen Keller was born in Tuscumbia, Alabama in 1880. At a young age, she became a blind deaf-mute. Under the guidance of her beloved teacher, Anne Sullivan Macy, she learned to read and write in several languages. Helen mastered the difficult art of speaking by mouth, and lectured on ways to help the blind. She was the author of Story of My Life and other books. At age 75, Helen traveled on a goodwill tour around the world with her secretary and friend, Polly Thompson. She dies in 1968.

Introduction

_____

_____

_____

_____

_____

Summary

_____

_____

_____

_____

_____

_____

Introduction and Summary
Writing Activity A

Suggested Key

Introduction

Harriet Tubman was a black woman who risked her life to help others.

Summary

We remember Harriet Tubman today because of her bravery as she helped slaves escape on the Underground Railroad.

- -

Introduction and Summary
Writing Activity B

Suggested Key

Introduction

Helen Keller could not hear, see, or speak when she was young, but she became a well-known speaker and writer as an adult.

Summary

Helen Keller is remembered for overcoming her handicaps and finding ways to help others in the world.

VIII. SAMPLE NOTE-TAKING AND OUTLINE FORMS

The following samples may be used to help students get started in finding the facts and doing the research necessary to write a good biography.

4 Steps to President Reports

1. For United States President reports, have the students start with 4 sheets of paper. Label each sheet as shown. As the students research they put facts on the appropriate page, citing source or not, as required.

Early Life	Adulthood	Presidency What he did as President 3 Events in U.S. or world at the time.	Later life and death

2. Have students organize notes into an outline putting events in chronological order.

3. Students write a rough copy of 4 paragraphs covering the life of their person. At this point the students need to write their introduction and summary paragraphs.

4. Students write a final copy.

Teacher should check students' work at the end of each step for completeness, chronological order, spelling, and correct form. Let the students know the deadlines for each part to be completed.

When students are finished, staple or clip all copies together with final copy on top. Students and parents can see how the student organized the material and arrived at the finished report.

This format could be easily be adapted for reports about people other than presidents.

Name _____

1. Find out all you can about your person. Fill in the information on this sheet. Teacher O.K. _____
2. Put the facts into outline form on your own paper. Teacher O.K. _____
3. Rough Copy - Now put your outline notes into complete sentences and paragraphs. Teacher O.K. _____
4. Final Copy - paragraphs written neatly and correctly. Teacher O.K. _____

Native American Biography Notes

I. Early Life - Birth _____

Region _____

Tribe _____

_____

_____

II. Adult Life Accomplishments

_____

_____

_____

_____

_____

_____

_____

III. Other Events Happening in U.S. at that Time

_____

_____

_____

_____

_____

_____

_____

Name _____

In your report to the class, share the following:

1. Name of Explorer. _____

_____

2. When he lived. _____

3. Where he lived. _____

4. Facts about his early life. _____

_____

5. What country he explored for. _____

_____

6. Name the places to which he sailed. _____

_____

7. Tell what he was looking for. _____

_____

8. List a hardship he or his crew had. _____

_____

9. Tell what he found. _____

_____

10. What land or wealth did he claim? _____

_____

11. Did he receive any rewards? If so what? _____

_____

_____

12. How is he remembered? _____

_____

_____

IX. EVALUATION GUIDELINES

1. Included here are suggested checklists for each step in the research and writing process of the biography.

2. Show the students a copy of the forms as they begin their reports so that they will know what is expected.

3. The checklists could be copied so that the forms could be clipped to the students' work as they finish each section.

4. Space has been provided for teacher comments about each section.

Note-taking Checklist

Name of student _____ Name of topic _____

1. Made notes in phrases _____

_____

2. Recorded all important information _____

_____

3. Put quotation marks around any copied material _____

_____

4. Used own words _____

_____

5. Listed sources correctly _____

_____

- -

Outlining Checklist

Name of student_____ Name of topic _____

1. Used these correctly:

   Roman numerals _____

   _____ _____

   Periods _____

   _____

   Indenting _____

   _____

   Capitals _____

   _____

2. Put information under appropriate main topic and in correct order: _____

   _____

Checklist for Complete Sentences in Paragraphs

Name of student _____ Name of topic _____

1. Indented correctly _____

2. Put in all capitalization and punctuation needed _____

3. Wrote sentences that are clear and easy to understand _____

Final Biography Report Checklist

Name of student _____ Name of topic _____

1. Paragraphs indented _____

2. Complete sentences _____

3. Introduction and Summary _____

4. Complete coverage of the topic _____

5. Neatly done _____

6. In on time _____

7. Overall grade _____

X. EXTENSION ACTIVITIES

1. Make an illustrated time line of events in the life of the person. Put in 2 or 3 United States History or world events to help give perspective. The time line could be done vertically or horizontally.

2. Make a set of four pictures of the person at various stages of life. Brief captions could explain each one.

3. Present an oral report about the person. Dress like that person might have dressed.

4. Write a play to present to another group about an event in the person's life.

5. Write Cinquain or other forms of poetry telling about the life of the person.

6. Make a hidden word or crossword puzzle using names and events in the person's life.

7. Create a board game using facts about the person and using a spinner or dice to advance along a path. The game or path could be in the shape of a state, invention, or other item important in the life of the person.

8. Plan to celebrate the date of your person's birth when it comes around. Plan appropriate games, food, etc.

   Example: On January 17 celebrate Ben Franklin's birthday.
   a. Play "Ben Says" instead of "Simon Says."
   b. Play "Proverb Charades" - pantomiming many of Ben's well known proverbs like, "A bird in the hand is worth two in the bush."
   c. Play Colonial Bingo - on the Bingo grid put in the names of the places and people of Ben's time.
   d. Play the "Noun Game." Each person in the class has the name of a person, place or event of the Revolutionary times pinned to his/her back. The person must ask others yes or no questions about the noun on his/her back until everyone has guessed.
   e. Play "Pin the Tail on Amos." The mouse from Ben and Me by Robert Lawson.
   f. Have patriotic refreshments or a cake in the shape of a kite.
   g. Write an advertisement for one of Ben's inventions.
   h. Make up all the words you can from BENJAMIN FRANKLIN.
   i. Play "Huckle Buckle Ben Stalk" like "Huckle Buckle Bean Stalk." Students in the class hide their eyes while one person hides an item somewhere in the room in plain view. All children search for item. When children see it, they don't touch it or give it away, but walk away and then say, "Huckle Buckle Ben Stalk." When all have found it, the first one that spotted it is the next one to hide the item. A key or some wire would be an appropriate item to hide.

9. Write an essay on the person's most important accomplishment and what it means to people of today.

10. Construct a diorama showing some aspect of a person's life. Use a cardboard box, construction paper, twigs, rocks, whatever.

11. Make a book about the person. Show scenes from the person's life and write a paragraph about each scene. Be sure they are bound in chronological order.

12. Create pages of a diary that the person could have written during an important time in his/her life.

13. Design a postage stamp to honor this person.

14. Write a poem or song about the person and present it to the class.

15. If your person is no longer living, make a list of changes in our world that might surprise that person if he/she were to come back today.

16. Write a letter that your person might have written to parents, spouse, or friend at an important time in his/her life.

    Example: Washington writing to Martha during the winter at Valley Forge.
    Robert Smalls writing to sister after stealing Confederate ship and taking it to the Union Navy.
    Dolley Madison writing to a friend about saving the presidential papers in the White House fire.

17. Write a historical fiction story using your person and real events in an appropriate setting.

18. If appropriate, draw or use maps to show various places your person traveled and tell what happened at each location.

XI. LISTS OF PEOPLE

The following lists of people can be used for research on a certain time period in United States History or a certain group of people. They are not meant to be complete lists, but merely starting points. Social Studies, Language Arts, or Reading texts may suggest others to add.

Explorers

Leif Ericson
Bartolomeu Dias
Christopher Columbus
John Cabot
Vasco da Gama
Amerigo Vespucci
Vasco Núñez de Balboa
Juan Ponce de León
Marco Polo
Hernando Cortes
Ferdinand Magellan
Giovanni da Verrazano
Francisco Pizarro
Jacques Cartier
Hernando do Soto
Francisco V. de Coronado
Francisco de Orellana
Sir Francis Drake
Samuel de Champlain
Henry Hudson
Robert de LaSalle
Louis Joliet and Jacques Marquette
Vitus Bering
Captain James Cook
Sir Alexander MacKenzie
William Clark and Meriwether Lewis
John C. Frémont
Robert Perry
Ronald Amundsen
Richard E. Byrd

Colonial

Captain John Smith

William Bradford

William Penn

James Oglethorpe

John Peter Zenger

Pochontas

Sir Walter Raleigh

Squanto

Peter Styvesant

Benjamin West

Phillis Wheatley

Roger Williams

Anne Hutchinson

Louis Joliet and

Jacques Marquette

Peter Minuit

Lord Baltimore

John Winthrop

Revolutionary War Era

George Washington
Benjamin Franklin
Thomas Jefferson
Paul Cuffe
Paul Revere
Benjamin Banneker
Patrick Henry
Thomas Paine
Nathan Hale
Haym Solomon
Marquis de Lafayette
Amos Fortune
Crispus Attucks
Abigail Adams
John Adams
Samuel Adams
Ethan Allen
Benedict Arnold
Dolley Madison
Francis Marion
Deborah Sampson
Alexander Hamilton
John Paul Jones
Molly Pitcher
Israel Putnam
Betsey Ross
Eli Whitney
Daniel Boone
Martha Custis Washington
John Hancock
Anthony Wayne
James Madison
King George III
Baron Friedrich von Steuben
Thaddeus Kosciuszko

Father Serra
Sam Houston
Marcus and Narcissa Whitman
Wild Bill Hickock
Horace Mann
John James Audubon
Sacajawea
Lewis and Clark
Andrew Jackson
Susan B. Anthony
Emily Dickinson
Louis Pasteur
Louis Agassiz
Charles Dickens
Hans Christian Andersen
Cochise
Buffalo Bill Cody
Nellie Bly
Crazy Horse
Davy Crocket
John Deere
Charlotte Forten
Robert Fulton
Elizabeth Blackwell
Chief Black Hawk
Tabitha Brown
Kit Carson
George Catlin
Johnny Appleseed
Cyrus McCormick
Samuel Morse
Geronimo
John Ross
Sealth
Tecumseh
Daniel Webster
Orville and Wilbur Wright
Brigham Young
Calamity Jane

Civil War Era

Abraham Lincoln

Clara Barton

Robert E. Lee

Frederick Douglass

Ulysses S. Grant

Harriet Tubman

Thomas (Stonewall) Jackson

Gen. William Sherman

Robert Smalls

Harriet Beecher Stowe

Sojourner Truth

Nat Turner

Andrew Johnson

Belle Boyd

John Wilkes Booth

Henry Clay

Jefferson DAvis

John Brown

Samuel Slater

Stephen A. Douglas

Later 19th Century and Early 20th Century to 1940

Theodore Roosevelt
Franklin Roosevelt
Booker T. Washington
Jane Adams
Mark Twain
Luther Burbank
Walter Reed
Thomas Edison
Henry Ford
Richard Byrd
George Washington Carver
Grenville Dodge
Frederick Remington
Woodrow Wilson
Herbert Hoover
Louis Braille
Florence Nightingale
Joseph Pulitzer
Jacob Riis
Alexander Graham Bell
Charles Steinmetz
Marie and Pierre Curie
Albert Einstein
Jacqueline Cochran
Roald Amundsen
Mary McLeod Bethune
Charles Lindberg
Gen. Douglas McArthur
Margaret Mead
Robert Goddard
William C. Handy
Matthew Hensen
Oliver Wendell Holmes
Harry Houdini
Rose Kennedy
Robert Perry
John Pershing
Elizabeth Cady Stanton
Andrew Carnegie
John D. Rockefeller
Chief Joseph

Later 1900's

Dwight D. Eisenhower

Dr. Martin Luther King, Jr.

John Kennedy

Jacques Cousteau

Walter Cronkite

Bella Abzug

Louis Armstrong

Robert Bennet

Omar Bradley

Ceasar Chavez

Fannie Lou Hamer

Jacqueline Kennedy

Coretta Scott King

Henry Kissinger

Carl T. Rowan

Shirley Chisholm

Presidents

1st	George Washington
2nd	John Adams
3rd	Thomas Jefferson
4th	James Madison
5th	James Monroe
6th	John Quincy Adams
7th	Andrew Jackson
8th	Martin Van Buren
9th	William H. Harrison
10th	John Tyler
11th	James K. Polk
12th	Zachary Taylor
13th	Millard Fillmore
14th	Franklin Pierce
15th	James Buchanan
16th	Abraham Lincoln
17th	Andrew Johnson
18th	Ulysses S. Grant
19th	Rutherford B. Hayes
20th	James A. Garfield
21st	Chester A. Arthur
22nd & 24th	Grover Cleveland
23rd	Benjamin Harrison
25th	William McKinley
26th	Theodore Roosevelt
27th	William H. Taft
28th	Woodrow Wilson
29th	Warren G. Harding
30th	Calvin Collidge
31st	Hoover C. Hoover
32nd	Franklin D. Roosevelt
33rd	Harry S. Truman
34th	Dwight D. Eisenhower
35th	John F. Kennedy
36th	Lyndon B. Johnson
37th	Richard M. Nixon
38th	Gerald R. Ford
39th	James E. Carter
40th	Ronald W. Reagan

Blacks

Benjamin Banneker
Phillis Wheatley
James Derham
Lemuel Haynes
Joshya Bishop
Prince Hall
Absalom Jones
Richard Allen
Frederick Douglass
Harriet Tubman
Sojourner Truth
Norbert Rilleux
Paul Cuffe
James Forten
Blanche K. Bruce
Robert Smalls
P.B.S. Pinchback
Robert Elliott
James Healy
Patrick Healy
Booker T. Washington
George Washington Carver
Elijah McCoy
Jan Matzeliger
Granville Woods
Charles Richard Drew
Ernest Just
Percy Julian
William C. Handy
Louis Armstrong
Charlie Parker
Langston Hughes
Ralph Ellison
Gwendolyn Brooks

Richard Wright
Robert Weaver
Thurgood Marshall
W.F.B. DuBois
Martin Luther King, Jr.
Coretta Scott King
Daniel Hale Williams
Henry Ossawa Tanner
James Weldon Johnson
Matthew Hensen
Paul Dunbar
Mary McLeod Bethune
Ralph Bunch
Marian Anderson
Jackie Robinson
Willie Mays
Benjamin Oliver Davis, Jr.
Carter Woodson
Katherine Dunbar
Robert Abbott
Charlotte Forten
Amos Fortune
Crispus Attucks
Aretha Franklin
Fannie Lou Hamer
Mahalia Jackson
Rosa Parks
Charley Pride
Carl T. Rowan
Nat Turner
Shirley Chisholm
Patricia Roberts Harris
Charley Pride
Hank Aaron
Arthur Asche

Native Americans

Sacajawea

Cochise

Crazy Horse

Robert Bennett

Chief Black Hawk

Susette La Flesche

Geronimo

Osceola

Quanah

Pocohontas

John Ross

Sealth

Squanto

Maria Tallchief

Tecumseh

Jim Thorpe

Sequoyah

Chief Joseph

Sitting Bull

Red Eagle

Helen Hunt Jackson

Women

Clara Barton
Jane Addams
Sacajawea
Helen Keller
Katherine Dunbar
Susan B. Anthony
Florence Nightingale
Harriet Tubman
Marie Curie
Emily Dickinson
Amelia Earhart
Chris Evert
Charlotte Forten
Aretha Franklin
Bella Abzug
Abigail Adams
Elizabeth Blackwell
Laura Bridgeman
Tabitha Brown
Janet Lynn
Dolley Madison
Margaret Mead
Deborah Sampson
Fannie Lou Hamer
Mahalia Jackson
Jacqueline Kennedy
Rose Kennedy
Coretta Scott King
Billie Jean King
Rosa Parks
Betsy Ross
Elizabeth Cady Stanton
Phillis Wheatley
Sheila Young
Joan Baez
Belle Boyd
Calamity Jane (Martha Jane Canary)
Rachel Carson
Carrie Chapman Catt
Shirley Chisholm
Margot Fonteyn
Betty Friedan
Ella T. Grasso
Patricia Roberts Harris
Helen Hayes
Helen Hunt Jackson
Clare Boothe Luce
Edna St. Vincent Millay
Grandma Moses
Lucretia Mott
Annie Oakley
Eleanor Roosevelt
Maria Tallchief
Sojourner Truth
Jane Goodall-Van Lawick
Laura Ingalls Wilder

Handicaps

Helen Keller

Tom Sullivan

Franklin Roosevelt

Ray Charles

Laura Bridgeman

Jose Feliciano

Beethoven

Louis Braille

Alexander Graham Bell

Carol Johnston (one armed gymnast)

Sarah Bernhardt

Rocky Bleier

Roy Campanella

Thomas Alva Edison

Ben Hogan

Itzhak Perlman

Wilma Rudolph

Inventors and Inventions

Thomas Edison is said to be the greatest of all the inventors in history. Among his many inventions and developments (he received 1,093 patents) are the electric light, a mimeograph machine, a motion-picture camera and projector, and the phonograph. We selected the following inventions because they are familiar products known by most children.

airplane, the first successful - Orville and Wilbur Wright, 1903
aspirin - Dresser, 1889
Bakelite - one of the first plastics - L.H. Baekeland, 1907
balloons that carry people in the air - Montgolfier, 1783
bicycle, modern type - James Starley, 1884
bifocal lens - Benjamin Franklin, 1780
carpet sweeper - Bissell, 1876
cellophane - J.E. Brandenberger, 1912
clock, pendulum type - Christian Huygens, 1657
dynamite - Alfred Nobel, 1866
elevator, power type - Elisha Otis, 1852
food preservation, by canning - Appert, 1810
food preservation, by freezing - Clarence Birdseye, 1920s
helicopter - Igor Sikorsky, 1939
kodak, roll-film hand camera - Eastman and Walker, 1888
lawn mower - A.M. Hills, 1868
lightning rod - Benjamin Franklin, 1752
locomotive, first successful steam - George Stephenson, 1829
telegraph - Samuel Morse, 1837
telephone - Alexander Graham Bell, 1876
television - J.L. Baird, 1925; independently by C.F. Jenkins, 1925
thermometer - Galileo, 1593; mercury thermometer, Gabriel Fahrenheit, 1714
typewriter, first practicable - C.L. Sholes, 1865
mason jar - J. Mason, 1858
matches, friction - John Walker, 1827
microphone - Emil Berliner, 1877
microscope, compound - Zacharias Janssen, 1590
nylon - E.I. du Pont de Nemours & Co., 1937
oleomargarine - H. Mege-Mouries, 1869
pen, first successful fountain - L.E. Waterman, 1884
penicillin - Alexander Fleming 1929
phonograph - Thomas Edison, 1877
piano - Bartollomeo Christofori, 1709
polio vaccines - Jonas Salk, 1953, Albert Sabin, 1955
printing from movable type - Johann Gutenberg, 1450
rabies vaccine - Louis Pasteur, 1885
radar - A. Hoyt Taylor & Leo C. Young, 1922
razor, safety - Gillette, 1895; electric - Schick, 1931
refrigerating machine - John Gorie, 1851
revolver - Samuel Colt, 1835
sewing machine - Elias Howe, 1846
vacuum bottle, James Dewar, 1893
vulcanization of rubber, a process that made rubber useful by giving it elasticity, hardness, and strength - Charles Goodyear, 1844
x-ray - Wilhelm Roentgen, 1895
zipper - Judson, 1891
hydroplane - Glenn Curtiss, 1911

Sports

Lew Alcindor
Roberto Clemente
Terry Bradshaw
Jim Brown
Earl Campbell
Wilt Chamberlain
Bob Cousey
Tony Dorset
Phil Esposito
Chris Evert Lloyd
Mark Fidrych
Evel Knievel
Sandy Koufax
Vince Lombardi
Janet Lynn
Mickey Mantle
Rosie Mittermaier
Stan Musial
Billie Jean King
Joe Namath
Pele
Brian Picolo
Jim Plunket
Pete Rose
Jackie Robinson
O. J. Simpson
Mark Spitz
Ken Stabler
Bart Starr
Roger Stauback
Fran Tarkenton
Kurt Thomas
Jim Thorpe
Johnny Unitas
Sheila Young
Lou Gehrig
John Havlicek
Carol Heiss
Hank Aaron
Jimmy Connors
Arthur Asche

XII. RESOURCES

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Media

Television:

Truly American, Ohio Department of Education, 1978. Shown on IPBN.

Sound Filmstrips - Area 7

#6260 Amos Fortune, Free Man

#6012 Herbert Hoover, Presidential Library and Birthplace

Booksets - Area 7

#8360 Aretha Franklin

#8115 Biography Series - 15 books

#8366 Charley Pride

#8141 Close-Up Biography Series

#8217 Helen Keller

#8130 Martin Luther King, Jr.

#8451 Tennis

#8428 Women Who Win I

#8431 Women Who Win II

#8430 Women Who Win III

#8445 Women Who Win IV

#8492 Young Helen Keller